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ABSTRACT

This state plan is a working document in the planning and developing of the Department of Education's guidance program for the present and the immediate future. The plan identifies approaches and activities to help students with their normal but nontheless crucial growing up tasks, as well as with their special problems. It anticipates their needs and suggests ways to meet them promptly to insure the students' maximal personal development. This document also contains provisions for implementing the guidance program, such as coordination of program management, staffing, in-service training and material resources. Implementing guides by levels for use by school personnel will be forthcoming. (Author)

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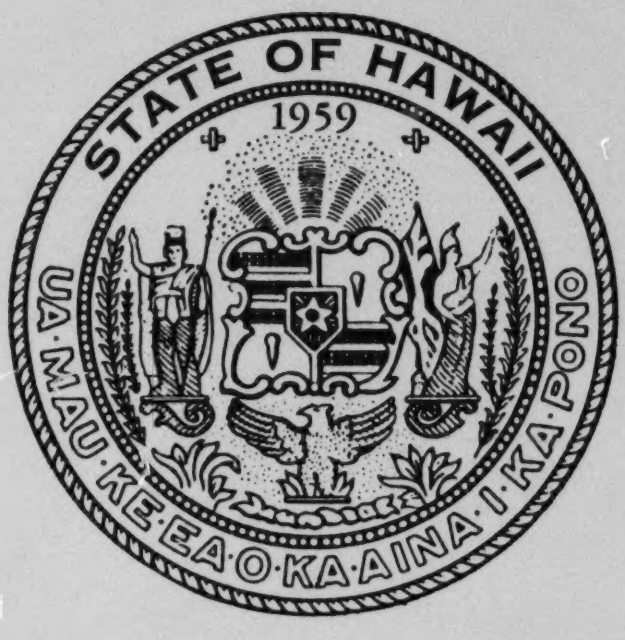

DEPARTMENT OF EDUCATION
STATE OF HAWAII
Honolulu, Hawaii
March 1975 - TAC 75-9196

FOREWORD

We look to this STATE PLAN FOR COMPREHENSIVE GUIDANCE PROGRAM as a working document in planning and developing the Department of Education's guidance program for the present and the immediate future.

The Plan identifies approaches and activities to help students with their normal but nonetheless crucial growing up tasks, as well as with their special problems. It anticipates their needs and suggests ways to meet them promptly to insure the students' maximal personal development.

This document also contains provisions for implementing the guidance program, such as coordination of program management, staffing, in-service training, and material resources. Implementing guides by levels for use by school personnel will be forthcoming.

This Plan will be reviewed and updated periodically.

Teichiro Hirata

TEICHIRO HIRATA
Superintendent
March, 1975

ACKNOWLEDGMENTS

Our task was to develop for the public schools of Hawaii a Comprehensive Guidance Plan which will be a guide for the immediate future. This has required a recall of our school and growing-up experiences. This backward look has been quite dramatic (in some cases, traumatic) for most of us who were in Hawaii's public schools some 20 years ago. The urbanization and its resulting change in the landscape are not only here in Honolulu but from one end of the State to the other: From Kona, Hawaii, to Hanalei, Kauai. Hawaiian industries and businesses are now world-wide and infinitely more complex than even 10 years ago. Occupational specialization and retraining are the common experience of almost all of us.

A greater knowledge of the alternatives available and increased skills in decision-making are two areas which we shall have to concentrate on in the immediate future. The instability of our society, the confusing demands on our pupils' understanding and loyalties, the unpredictability of opportunities and options all make the above most critical.

Hawaii is one of the States experiencing the largest amount of population growth. For our very limited geographic area, this has meant a serious crowding in urban areas and a resulting depersonalization. Mass media have contributed to this depersonalization. Over-powering mass media reduce an unimaginable number of us to a common level of experience, reducing the opportunity for individuality in experiencing. We have developed the same hates, loves, enthusiasms, and opinions watching the same news,

comedies, athletic events, and people. Our schools have an urgent task in combatting all of these influences which make us less appreciative of each other and less aware of our own potentials and individuality.

Essentially, we have seen our task as that of devising a feasible guidance plan which we feel should be carried out with all of our students to meet their growth needs. This has meant establishing goals, behavioral and learner objectives and classroom and other guidance activities which we hope will aid them in achieving their growth.

In addition to the people who have been formally associated with the project, there are countless individuals who have given us encouragement and valuable insights. These include a host of teachers, counselors, school administrators, other school personnel and district and state educational offices, including the Office of the Superintendent. At the University, members of the College of Education in the Departments of Curriculum and Instruction, School Administration and Educational Psychology, have been unstinting in their assistance and encouragement. Appreciation is extended to Dr. Walter Nunokawa and Dr. DWane Collins, the previous principal investigators in the project, to the Education Research and Development Center staff for its assistance in the analysis of the data in the Needs Assessment Survey and to Dr. Sheldon Varney, University of Hawaii. Thomas Yamashita of the DOE Office of Research and Planning and Mrs. Evangeline Barney of the Office of Instructional Services provided invaluable advice and assistance on the technical aspects of developing a plan document.

Members of the Title III Advisory Council, Hawaii School Counselors Association, Hawaii Personnel Guidance Association, Hawaii Government Employees Association, Hawaii State Teachers Association, and other community organizations provided valuable feedback and improvement on our rough draft statements. To one and all we extend our sincere thanks and we solicit your continuing contribution and support.

David Harada
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Principal Investigator
Professor of Educational Psychology
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December, 1974

In this State Plan for Comprehensive Guidance Program and its companion document, A Foundation Guidance Program, K-12, for the State of Hawaii, the pronoun, "he", may denote either the masculine or feminine gender.

STATE PLAN FOR COMPREHENSIVE GUIDANCE PROGRAM

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INTRODUCTION

BACKGROUND

A Pupil Guidance Office was established at the state level of the then Department of Public Instruction in 1943. During the three ensuing decades responsibility for this guidance function shifted from the Special Services Branch to General Curriculum, then to the Special Programs Branch where it presently is lodged.

At the field level, a wide array of guidance activities and services was developed independently by the schools and the districts in response to their particular needs. Without a framework or master plan, their independent efforts have added to the overall program disorganization: What is guidance? Counseling? What roles, functions and responsibilities belong to the counselor? to the teacher? to the administrator?

Elimination of the school health coordinator position early in the 1950's added further to the confusion. School administrators often were forced to prevail upon the school counselor to assume duties formerly performed by the health coordinator.

At the direction of the Legislature in 1968, the Guidance and Counseling Program was selected for analysis under the Planning, Programming and Budgeting System format.

The existing guidance program was examined against a conceptual model to determine its deficiencies and possible alternatives. As an outcome of that study, the Legislature appropriated a modest grant for the development of educational-vocational guidance in the intermediate levels.

It was not until 1969 that the Master Plan for Public Education in Hawaii offered some official documentation as to where and how guidance fits into the total educational schema.

The Foundation Program for the Public Schools of Hawaii (1970) went further to specify that each school shall provide a guidance and counseling program to aid all students in their development.

By 1972, the Legislature responded to the cry of students, teachers, counselors and the community for a more viable guidance program. House Concurrent Resolution No. 16 mandated the Department of Education "to mobilize a task force to assist in formulating a State plan for a comprehensive counseling and guidance program."

At the request of the Department of Education the Mental Health Association of Hawaii convened the Guidance Task Force and provided partial initial staffing by naming the Rev. David Harada as chairman and its staff to assist the group.

This concurrent resolution also was instrumental in filling the long-vacant position of Program Specialist for Guidance and Counseling.

With Elementary and Secondary Education Act (P. L. 89-10, 1965) Title III monies, the University of Hawaii's Educational Psychology Department was contracted to assist the Department of Education in the formulation of this Comprehensive Guidance Plan.

DEFINITION OF GUIDANCE

"Guidance is that part of the total educational program designed to foster maximal development of individual potentials

through providing school-wide assistance to youth in the choices, decisions, and adjustments each must make as he moves toward maturity."[1]

In a sense it is difficult to distinguish between education and guidance because the rationale that guides good teaching also pervades effective guidance practices.

Guidance is a Process. It is a process which helps the student to unify all of his learning activities and experiences. The academic skills and knowledge he is expected to learn become important only as they are internalized and contribute to his development as a whole child.

How does the student translate what he learns in the classroom into clear-cut and realistic goals for himself? This is both a guidance and a curricular concern and where guidance and curriculum overlap. It is the explicit goal of guidance to help students consciously and purposefully deal with the meaning of their academic experiences.

Guidance is a process of individualizing and personalizing learning - of relating the student to the teaching/learning tasks. Guidance programs are devoted to (1) learning about the individual student and his needs, and the effects of the educational experiences on him, and (2) facilitating improvements and changes in the learning program and environment to better meet his needs efficiently and humanely.

---

[1]Iowa State Department of Public Instruction, Guidance Services, Suggested Policies for Iowa Schools, 1963, Des Moines, Iowa, p. 1.

Guidance is a Program. Guidance is a program, consisting of activities and services that aid the student in his choices, decisions and problem-solving as they relate to his personal values and life objectives. All are aimed at helping him to achieve self-identity and personal adequacy: Who he is, where he is and what he can become.

Counseling - oftentimes incorrectly used synonymously and interchangeably with "guidance" - is but one aspect of guidance-related services. It provides a direct personal way of helping the child in a one-to-one or small group basis under a setting of psychological and physical privacy. It operates at a deeper emotional level as contrasted with group guidance, which also is a direct service but at a more informational, cognitive level in small or large groups.

Thus guidance as a program focuses on:

- The development in all students of the skills and attitudes for responsible self-management and rational self-direction of their lives - the development of personal competency and personal adequacy.
- The prevention and remediation of problems and conditions which are obstacles to the individual's full development and learning.

PURPOSE OF PLAN

The present plan attempts to pull together all that currently is provided students fragmentally and sporadically in the name of guidance and counseling into a more systematic and meaningful structure. It also describes the roles and responsibilities impinging on the three levels of the Department's administrative system as they relate to planning, budgeting, implementation, monitoring and evaluation.

DEVELOPMENTAL BASES OF THE GUIDANCE PLAN

TARGET GROUPS

The Comprehensive Guidance Plan is aimed at three target groups:

1. Typical Student Groups. Those who have common developmental needs which can be met through the instructional program, classroom guidance and counseling. Their needs include

   a. Self-understanding and acceptance

   b. Ability to cope with intra- and inter-personal concerns

   c. Success in school learning

   d. Realistic career planning

2. Special Student Groups. Those who require further assessment, planning and counseling because of

   a. Learning difficulties

   b. Behavior problems

   c. Emotional, social or physical problems

   d. Language, cultural or family problems

   e. Exceptional academic and special talents

Frequently, support services, such as intensive diagnosis, alternative education and special counseling, must be provided by the district office and health, community and social agencies.

3. Significant Adult Groups. Teachers, parents and friends can and do exert a significant and lasting influence on students through their

   a. Understanding of the youngsters as growing individuals and as members of the peer sub-group

   b. Managing and modifying student behavior without violating their rights and integrity

c. Assisting and providing them with help in their school work

d. Relating school and home learning activities to their developmental needs.

e. Providing them with opportunities to learn about themselves and to face up to real life situations.

OFFICIAL RECOGNITION AND SANCTION

The Master Plan for Public Education in Hawaii recognizes that the quality of educational, vocational and personal guidance services significantly shapes curriculum in the school. For this reason, it directs that the guidance program receive equal emphasis along with instruction, student activities and administrative support:

> "The guidance program should assist the pupil to better understand himself, develop positive relationships with others, and understand and be able to cope with the environment in which he must live and work. Such experiences should be in the areas of health, school social work, psychological services, counseling, testing and instructional programming. To achieve effective minimum results in these areas, it will be necessary to insure that there are adequate staff resources in each school to provide the number, kind and quality of student contacts required." p. 49.

> "Upon identifying the specific kinds and details of student experiences required in each of the four programs (1. academic, 2. guidance and counseling, 3. student affairs, and 4. administrative and support services), minimum levels of programming should be established. Then the staffing and facilities standards must be determined based on an inventory and analysis of all the kinds and extent of service now being provided in the schools in this system." p. 49.

The Board of Education's position statement of October 15, 1970, further emphasized the need to move into the physical and social growth of the child:

> "If he is to profit most from the opportunities offered by public education, the student must be safe from harm.
>
> He must feel free from the fear of harm.
>
> He must learn to live confi ently with others and he must have a healthy body from which to draw the strength for social as well as intellectual growth.

Over the past several years, the principal direction of program expansion has been toward increasing the intellectual development of the student through continual improvement of academic programs.

It is now time for additional major emphasis.

Without diminishing the effectiveness of academic programs or decreasing the rate of their improvement, it is the position of this Board that expansion or resource input shall emphasize the social and physical growth of the student, thus reaching a new balance in educational opportunity."

The Department took steps to correct this situation by incorporating in its Departmental Rules and Regulations in October, 1970, this policy (#2210):

"The Department of Education shall provide such guidance and counseling programs as are necessary for the academic, personal and social development of each student."

Regulations for the implementation of this policy are contained in #2210.1 (Departmental Rules and Regulations):

"1. Each school shall have a guidance program which provides information and instruction for all students concerning their physical, mental and emotional well-being and education-career development.

2. Each school shall have a counseling program which accords each student the opportunity for planned conferences with adults concerning personal problems and educational-vocational planning.

3. The personal guidance and counseling program shall be planned so that students may analyze and understand themselves in relation to their peers, adults, and their physical environment. Personal guidance and counseling may include, but need not be limited to, sex education, drugs and narcotics, moral and spiritual education and values, mental health and behavior.

4. The academic guidance and counseling program shall be planned so that students may assess their abilities, aptitudes, interests, and educational needs; acquire information about education and career requirements; formulate and achieve their academic goals; and orient themselves to present and future educational opportunities.

5. The vocational guidance and counseling program shall be planned so that students may be apprised of the various families of occupations and the requirements for entering these clusters of occupations. Vocational guidance and counseling may include, but need not be limited to, course selection, preparation for occupational choice, information about apprenticeship and other training programs, entrance requirements for occupations or further schooling, application and interview procedures, and placement services.

6. Guidance and counseling shall employ the available talents of teachers, administrators, counselors, and community resource people."

THEORETICAL PREMISES AND CONCEPTS

In the development of this Comprehensive Guidance Plan, these basic premises and concepts must be recognized:

1. Human growth is continuous, sequential and cumulative. Although the rate of growth is uneven, there is orderliness in the sequence of development. This makes it possible to identify the needs that are critical at certain ages and the developmental tasks and learnings which must be mastered to lay the foundation for the next stage in the growth process. The adequacy and quality of development in the earlier years affect subsequent growth. Problems unresolved at the appropriate stages generally are irreversible.[3]

2. A planned program of guidance activities provides increased opportunities for personally satisfying development.

3. All students from Kindergarten through Grade 12 have common guidance needs relative to their development. These needs are:

- o An adequate self-concept
- o Effective inter-personal skills

---

[3]Bloom, Benjamin, Stability and Change in Human Characteristics, 1964, John Wiley & Sons, Inc., New York.

- o Problem-solving and decision-making competency
- o Educational-career planning skills
- o Responsible independence

4. Generally, an individual's personal satisfaction is enhanced if his goals are consistent with those of society.

5. Intentional affective education contributes to the psychosocial development of a student and to his success as a learner. Therefore, it should be an integral part of the educational program.

The student's feelings and attitudes of himself as a learner, his values, interests and motivations and what he thinks of others determine how well he succeeds in school and in life. Whether we will it or not, personal-psychological learnings constantly are going on in school. They are the "hidden", "unofficial" or "subjective" curriculum that exists side by side with the "regular" or "official" curriculum.

The adjustment demands and decisions confronting all are expected to continue to increase and to become even more complex.

Personal growth, then, may be hindered or accelerated by the way one learns to cope with rapid changes and uncertainties, shifting values and increasing alternatives. Futurists and educators suggest the essential "coping" or "survival" skills should encompass these elements of deeper life styles:

- o The <u>flexibility</u> to adapt rapidly to changing circumstances.
- o An "<u>appetite and style</u>" for change, for innovation.
- o The ability to <u>learn how to learn</u>.
- o The ability to <u>make choices and decisions</u> about life values and objectives.
- o The capability to <u>take risks and ambiguity in stride</u> when confronted by uncertainty and a variety of choices.

- The ability or the feel to sense the emerging environment and to help shape it with rational and appropriate decisions.
- The capacity to manage change and one's life.

PROGRAM TRENDS AND DIRECTIONS

Recycled as well as new trends in guidance and counseling have influenced the development of this Comprehensive Guidance Plan.

Among these trends and directions are:

1. A new look advocated for guidance is a pro-active developmental role which anticipates needs and intervenes accordingly in the development and adjustment of students. This role is in contrast to the still prevalent problem-centered, crisis-remediation service approach.

2. The major task of the guidance program is seen as providing planned intervention activities and services to promote the development in all students their personal competencies and a sense of adequacy. Such a program strives toward integration with the total educational process and especially the instructional activities.

3. Large group approaches and instructional involvement are practiced to a greater extent.

4. Guidance programs are becoming increasingly performance-based.

5. The inter-relationship between the student and his environment in the school community is given due recognition. Still prevailing, however, is the practice of holding only the student responsible for making adjustments and change. That the school also must change to fit the student is an accepted proposition that is lagging in practice.

6. Educators must squarely face up to the issue of sexual

inequality and changing sex roles. Girls must be given help to develop fully as human beings. The liberation of both sexes, especially the female, from the web and depth of sex myths and biases is a critical concern in the guidance and counseling of students.

7. The rights of students and parents to privacy and their access to information in school records have profound implications. New competencies and professionalism must be developed in the collection, recording and sharing of student information.

8. Major shifts in the counselor's role and function must evolve consistent with the changing focus on guidance. Counselors must extend their contacts beyond the confines of their offices into the "real" world of the students - the classroom and the campus - to effect changes there. They must get at the causes of problems before they become crises. In other words, they serve as student advocates as well as change agents in the total educational community.

9. Another dimension in the counselor's role is that of a trainer and supervisor or non-professionals. Parents, peers and para-professionals - volunteers as well as those employed by the Department - are viewed as natural intervention agents and extending helping hands.

10. The central role of the classroom teacher in guidance is reaffirmed. The nature and scope of his guidance responsibilities are expanded under the newer directions of education to encompass individualization of instruction and the affective development of his students in character building and in their life styles.

11. Guidance tasks are complex, demanding a variety of expertise that no one person possesses. As in academic instruction, a multi-disciplinary guidance team is advocated.

12. Restructuring education to promote the psycho-social development of students is seen as one way of making school learning more meaningful for them. It can turn the tide against their mounting alienation from self, school and society. These "hidden" or "subjective" personal or psychological animosities against the regular academic curriculum can be detrimental to youngsters if not dealt with immediately.

13. Career education is a trend gaining the strong fiscal and moral support of industry, labor and the federal government. It, too, is seen as a means of restructuring education to prepare students for the world of work and for their personal fulfillment. Its goal is the total development of an individual.

14. Mobile and community walk-in counseling services, open in the evening to parents as well as students, are alternative ways of expanding the program. These may be staffed with counseling specialists from the school or community.

15. The rapid rate in which data become obsolete dictates the need for a computer assisted information system to help youngsters plan for college and career. Such computer systems still are in an early developmental stage and are used experimentally by many mainland schools and districts. Studies available thus far show they operate most effectively in small units - such as a school or a small school system or district.

ASSESSMENT OF CURRENT PROBLEMS AND NEEDS

The current guidance programs offered in Hawaii's public schools are uneven in quantity and quality. Let us examine the situation from the standpoint of these three major areas: 1) Organizational structure, 2) guidance activities, and 3) supplementary services.

1. Organizational Structure and Administrative Relationship

At the state level, there is inadequate coordination among guidance related programs and activities. Too often, programs are developed and transmitted independently unless the program managers happen to communicate informally. The following state educational officers and programs have major responsibilities for guidance-related activities:

Guidance and Counseling

Administrator, DOE-Family Court Liaison

Compensatory Education
Comprehensive School Alienation Program

Special Education

Statewide Testing

Vocational-Technical

Health Education

All of the foregoing positions and programs are statewide in scope. However, there is a lack of integration and cohesive management.

At the district level, guidance and its related activities may be consolidated or separated depending on how the individual district assigned program responsibilities among staff members. Since guidance is only one of the many tasks assumed by the district specialist, the kind of leadership and assistance provided

the schools is dependent upon the individual's expertise and interest. Quality and quantity of service to the schools vary from district to district.

At the school level, there often occurs the situation of the regular counselors carrying out programs without adequate liaison with the special counselors' activities. Currently there are 200 regular counselors distributed as follows:

Elementary - 40 counselors in 59 of the 162 elementary schools

Secondary - 160 counselors in all but one secondary school (Hana High School).

There are 75 special counselor positions distributed as follows:

2 Special School Counselors
3 Vocational-Technical Counselors
36 Dropout Counselors
8 Campus Counselors
24 Title I (ESEA) Counselors
2 Compensatory Education - Follow Through Counselors

At the present time, the regular school counselor and the special counselor, if available, have no established or systematic means for coordinating their efforts on a total school basis.

There is a need to enhance collaboration and communication between the counseling worker and the teachers. Many of the latter view guidance as the responsibility of the counselor only to be performed in the latter's office.

The roles and functions of school personnel for guidance remain unclear. Administrators delegate to counselors - often by necessity - duties of health aides, registrars, lunch-money collectors or disciplinarian. Where any degree of unity is visible among school level guidance activities, this unity can be

attributed only to the administrator, counselor and teachers' interest and commitment to guidance.

2. Guidance Activities

The four major components of the guidance program are:

a. Classroom Guidance
b. Guidance Instruction
c. Counselor Services
d. Support Services

These serve as the principal avenues or vehicles through which learnings, services and activities are delivered to the target groups.

a. Classroom guidance: A guidance approach to teaching by the teacher ranges disproportionately from very little to considerable. This is attributable to: (1) a teacher's inadequate training in guidance; (2) his failure to use program guides, such as Elementary and Secondary Guidance Handbook, 1960, and (3) vague understanding of his roles and functions.

Several recently initiated state projects attempt to integrate guidance concepts and practices with the instructional process, e.g., Hawaii English Project, "3 on 2" organizational pattern, Comprehensive School Alienation Program, Title I (ESEA) and vocational-technical education programs for underachievers and slow learners. However, the "3 on 2" Program, which conceptually incorporates a strong guidance element for individualization of instruction, remains unclear in its definition of teachers' guidance role and responsibilities.

Several new classroom models utilizing guidance approaches have been introduced in selected schools, e.g., Glasser's reality therapy, the English model open classroom, and the Bank Street School Approach. The English and the Bank Street models are being used in several Honolulu elementary schools. The extent of consistent and systematic usage of the Glasser approach is unknown, although over 4,000 teachers received training for it.

b. Guidance instruction is provided through integration with subject area learnings, formal course offerings and special activities.

Various subject areas in the Foundation Program have content that lends easily with an integration of guidance learnings. For example, in Social Studies: Man and his relationship to his various environments; in Language Arts: Development of communication skills which affect the quality of human relationships and problem-solving; in Health Education: Means and attitudes of physical and emotional well-being.

The focus of instruction still is academic and cognitive. At the present time the integrated approach to teaching guidance is not effectively implemented. Moreover, existing curriculum guides do not provide adequate help for teachers who lack the understanding and skills for the integration of guidance and academic content.

To illustrate: In recent years, a number of excellent educational television guidance related films have been made available for school use. Yet, studies show there is a wide range in the viewing rates: 20 to 50 percent in the elementary level and 0 to 69 percent in the secondary.

The Career Development Continuum, which is being launched in 1974-75, integrates career development learning and experiences with all subject areas for students in K-12. Even with a comprehensive curriculum guide for each education level - (K-3, 4-6, 7-9, and 10-12) - teachers will be implementing the series only as they are able and/or willing to do so.

A framework of minimum guidance learnings and experiential activities, specified for educational levels, now is being piloted in these three Oahu schools: Alvah Scott Elementary, Highlands Intermediate and Aiea High. Teachers in this pilot project are integrating the minimum guidance activities with their regular instruction.

Formal courses are mostly in the area of career development for Grades 9 through high school - critical points in the educational continuum. The Grade 9 course, although designated as a required one, to date has not been allocated any State funding. Twenty-four out of the 50 schools which have

implemented this course have had to depend on the availability of school level resources.

At the high school level, formal guidance courses - usually electives - are offered only in a few schools.

c. Counselor Services: A recent study (June, 1974) shows that nearly 30 percent of a counselor's time is consumed by non-guidance related services: Student discipline, attendance check, lunch money collection, administration of free lunch and bus programs, yard supervision, health aid needs and student activity coordination. He devotes the remaining 70 percent to individual counseling, consultation with parents and other teachers and to the procurement of materials and information.

With a statewide elementary level ratio of 1 to 2,268, counselors are hard pressed for time to do an effective counseling job with all pupils. At the secondary level, even with a 1 to 500 ratio, the lack of a planned approach to counseling and the obligation to serve walk-in students with problems and crises leave little time to meet the normal developmental needs of all pupils.

Two-thirds of the counselors offer group counseling and guidance on a limited basis - about 10 to 15 percent of their time. Those in the elementary level utilize group procedures more

regularly than their secondary counterparts.

In schools where there are more than one counselor, their assignments are made on a grade level and/or alphabetical basis. A few schools assign them by specialization: Vocational-technical, college entry or personal-social counseling.

The fact remains, however, many students do not know and do not use their counselor throughout the school year.

Secondary students have expressed great reluctance to consult their counselor for these reasons: He is too busy; he is a strict disciplinarian, or he simply is not helpful. Yet, the need for such counselor services remains and students cry for help through their State Student Conference, legislative contacts and the Title III (ESEA) Needs Survey.

The Foundation Program of Studies Educational Needs Assessment shows these percentages of students "accommodated" by existing guidance activities and services:

Elementary	- 30-40%
Intermediate	- 32-51%
High	- 41-60%
Statewide	- 33-52%

The study also indicates that among many program needs a guidance program ranks top priority at the secondary level and priority two for the elementary level.

In the DOE's PPBS Guidance Satisfaction Survey, about 62 percent of the students expressed satisfaction with existing services. When compared with their parents and school personnel's opinions, the youngsters regarded the effectiveness of their guidance program least positively. According to the Secondary Student Survey, parents are the most significant source of help in decision-making (35%), followed by counselors (23%) and teachers, last (8.6%).

d. Support Services: Aside from the funding for the salaries of the 200 counselors, there has been no allocation for support services: Program development, implementation and evaluation. Moreover, procedures for the recruitment and certification of these counselors vary according to the funding source.

In-service training opportunities are minimal. In the main, in-service is dependent on course work cooperatively arranged and developed by the University of Hawaii and the DOE. A series of ETV programs entitled Perceiving, Behaving and Becoming and a University course based on this have been offered since last year.

For the ninth grade Intermediate Guidance Course on Career Development, in-service has consisted of some visitations to the classrooms by two contracted consultants and summer institutes conducted in 1971 and 1974.

Offices for counselors, available in most schools, average about 100 sq. ft. and are too small to be conducive to group counseling and conferences. Most do not permit physical and psychological privacy.

The quantity and quality of instructional materials and other aids vary from one end of the State to the other. Not a single school is equipped with a complete library or resource room. There is an especially critical gap in the availability of guidance resources for personal-social development of intermediate level youngsters.

SUMMARY OF PROBLEMS AND NEEDS

1. Coordination.

A lack of systematic coordination in all levels of the Department - state, district and school - is reflected in the fragmented and uncoordinated fashion in which guidance and its related activities reach the students in Hawaii's schools. This deficiency contributes to the common misunderstanding of the role of guidance, prevents its integration with the total curriculum and widens the gap among related program areas. Resolution of the resultant problems requires:

a. Implementing deliberate and concerted efforts to bring together State guidance and related program managers in the planning and development of statewide processes.

b. Developing guidelines which specify purposes, content and expected program attainment levels.

c. Delineating how guidance and counseling functions will be carried out in all levels of the Department, i.e., state, district and school.

d. Maintaining consistency in district level guidance and related program assignments.

e. Providing closer liaison between state and district personnel.

f. Increasing communication among school level guidance personnel to insure a multi-program team effort in working with students.

2. Understanding of Guidance.

Throughout the Department, there is little common understanding of guidance goals, objectives, content and services. At the school level, it is not unusual for teachers and students to view guidance solely as the counselor's job - and only if a student is having difficulty. There is little understanding of guidance as a developmental program for all students requiring the support of the entire school staff. Urgent needs to correct this situation include:

a. An explicit definition of guidance.

b. Clear statements of common goals and objectives.

c. Re-orientation of guidance program to the target groups.

d. Inculcation among all personnel an understanding of their roles and functions of a total school guidance program.

3. Services and Activities.

Schools provide spotty and uncoordinated guidance services and activities that range far and wide. Even where there is a proliferation, such services are loose and without sequence or relationship.

The following must be met to attain some consistency:

a. Development of statewide minimum standards that spell out:

   (1) Kinds of services appropriate to the developmental stages of students

   (2) Kinds of activities that will facilitate delivery of such minimum services.

b. Re-direction of guidance and counseling among entire school staff.

4. Personnel Recruitment and Development

The highly "person-to-person" nature of the guidance program dictates that personnel be skilled in human relations, mental health techniques and the initiation of program and institutional changes. Critical to this are:

a. A recruitment system that would seek out individuals with these qualifications.

b. A stringent certification program for all guidance personnel.

c. A systematic in-service training program to enable all personnel to keep abreast of trends and developments.

5. Support Services.

Guidance support services are woefully inadequate and unavailable to the schools. For example, the District Pupil-Personnel Team visits usually are on a once-a-week or less itinerant basis. Lack of funds hamper efforts to develop resource centers. There is no expedient information system for guidance personnel, school staff or students.

Meanwhile, there is urgency for:

a. Development of a data bank of guidance objectives and activities

b. Establishment of a career information and resource center in every high school

c. Expansion of special services for diagnosis and strategy planning.

6. Funding.

The current guidance budget consists primarily of personnel costs for the school counselors. There have been little state monies allotted for program research and development, implementation and evaluation.

School level activities are dependent on principal and staff interest and commitment.

To launch a comprehensive guidance program, there must be full state commitment to fund all areas: Guidance services, activities and support programs.

COMPREHENSIVE GUIDANCE PROGRAM

PROGRAM GOALS

The ultimate goal of the Comprehensive Guidance Program is development of students to enable them to make self-directed, rational and responsible decisions affecting their lives.

The student behavioral objectives are to help them:

- o To understand and accept themselves
- o To have satisfactory interpersonal relationships
- o To make rational and realistic decisions about their education and career.

Specifically, the program is aimed at developing student competencies in the following areas:

- o Self-appraisal and self-understanding
- o Appraisal of social, educational and career expectations and opportunities
- o Interpersonal relations
- o Problem-solving and decision-making
- o Formulating career goals and planning the steps to attain them.

Six enabling goals have been established for the achievement of these areas:

1. Specify the minimum levels of guidance related attitudes and skills students must master consistent with the stages of their growth
2. Provide activities for the systematic delivery of sequentially planned guidance learnings and experiences.
3. Improve coordination of services to meet these needs.
4. Maintain more adequate levels of services by clearly defining the roles and functions of all guidance personnel and upgrading their skills.
5. Provide adequate staffing at the school, district and state levels.
6. Clarify the administrative structure and process for more effective coordination of activities.

PROGRAM FOCI AND EMPHASES BY EDUCATIONAL LEVELS

The Comprehensive Guidance Program recognizes that the needs of students vary with the educational levels:

Elementary. The child's early years are most important in shaping attitudes toward self and education and in eliminating those difficulties that will affect his academic learning and emotional growth. Also, at this age, significant adults, parents and teachers play a major role in his development. For this reason, the guidance program in the elementary level emphasizes the following:

- Providing a psychologically healthy climate in school and at home.
- Guiding him in developing a positive self-image as a whole person and as a successful learner.
- Identifying as early as possible his individual differences in abilities, learning styles, potentials, interests and special needs and providing him with the appropriate learning experiences.
- Identifying and assessing conditions detrimental to his educational and social adjustment and providing remediation services as soon as possible.

Secondary. Early adolescence is a period of turmoil for the youngster as he struggles for identity and independence from adult figures. At the intermediate level (grades 7-8), major efforts should be channeled toward

- Helping teachers and parents to know, understand and deal with problems unique but normal to this age.
- Aiding the child to better understand and cope with rapid and erratic pnysical and emotional changes typical of early adolescence.
- Assisting him in developing independence by helping him to sharpen his decision-making skills and to provide opportunities for him to practice these skills.

The high school program continues to focus on problems of adolescence and on choices available in decision-making:

- By helping the student to choose wisely from among the range of academic and career programs and courses
- By developing in him sound attitudes toward his maturing self, family, education, employment and society
- By assisting him in planning for the next step beyond high school: Further education, employment, military service, marriage or a possible combination of alternatives.

PROGRAM COMPONENTS

The specific objectives and learnings of developmental guidance are based on these needs common to all students in the educational setting:

1. Development of an adequate self-concept
   a. To understand who one is and to explore the personal, social, educational and career implications of this knowledge.
   b. To learn a language of feeling and emotion: (1) acquire a sensitivity to one's own feelings and emotions, (2) be able to communicate with oneself and others about how one feels and reacts, and (3) learn acceptable and constructive ways of expressing positive and negative feelings.
2. Development of effective interpersonal skills - to learn to relate to others in meaningful ways.
3. Development of problem-solving and decision-making competencies
   a. To resolve individual problems encountered in the growth process at critical choice points

b. To learn the basic approaches to those competencies which can be applied throughout one's life.

4. Growth in career development

a. To assess oneself accurately in relation to educational and vocational opportunities - an awareness of one's personal needs, attitudes, and abilities, and the extent to which they can be satisfied through an occupation or career

b. To choose wisely from among available options

5. Achievement of responsible independence.

Guidance learning activities and experiences in the four developmental areas fall into three categories[5]: (1) knowledge and awareness, (2) understanding and attitudes, and (3) skills. The scope of the minimum guidance learnings and experiences is charted in Table 1, p. 29.

The center of these activities is the student himself. He must participate actively in the process. The guidance learnings are largely in the affective areas. The instructional method should include values clarification, decision-making, simulation and gaming, role playing, awareness and sensory awakening exercises, puppetry, creative dramatics, individual and group counseling, group guidance in class and in community interviews on relevant learning areas, exploratory social and work experiences, regularized classroom discussion such as Glasser's class meetings, and

[5]The description of the program components is largely from the classroom guidance curriculum draft guide titled A Foundation Guidance Program for Hawaii's Public Schools, developed by the Title III Guidance Project. This guide consists of minimum guidance activities to be provided sequentially on a guidance development continuum to all students.

TABLE 1
SCOPE OF MINIMUM GUIDANCE LEARNINGS AND EXPERIENCES

	Personal Development	Social Development	Educational Development	Career Development
Knowledge and Awareness	Self in relation to one's: - feelings - emotions - perceptions - interests - aspirations - values - physical characteristics	- Self and others - Interpersonal interaction - Family and self - Family and societal expectations - Areas of human differences: Individual, cultural, ethnic, racial differences, etc.	- Academic abilities and needs - Educational expectations, opportunities and requirements - Educational needs and life goals	- Career interests - Career needs and life goals - Career potentials - Career opportunities and requirements
Understanding and Attitudes	- Self-acceptance - Self-worth - Self-management	- Accepting others as they are - Understanding the reciprocal relationship between self and others	- Intellectual and academic potentials and limitations - Development of potentials to their fullest - Acceptance of learning as lifelong process	Career as a means of: - self-development - life fulfillment - earning a living
Skills	- Self appraisal and assessment - Management of one's life	- Interpersonal relations - Cooperative living - Modifying one's behavior	- Appraising educational opportunities and requirements - Formulating educational plans	- Exploring career opportunities and requirements - Formulating career plans
	- Setting life goals; making choices and decisions on life values and objectives; formulating realistic plans for the future and acting on them.			

interaction with a variety of printed and audio-visual materials.

Personal Development

This component is concerned with helping students (1) to learn about their emotions, feelings, perceptions, values and hopes, and their physical and other personal characteristics, and (2) how to cope with them in ways that promote self-control and independence.

> "The learner with a positive self-concept is secure in his feelings about himself much of the time, and has a realistic, accepting view of his strengths and weaknesses. He sets realistic expectations for himself and for others, copes with frustrations and emotional fluctuations with tolerance and develops independence in a gradual but steady manner. He learns to adjust to changes that affect him personally, and to see himself objectively through wholesome and humorous self-appraisal. He seeks to control as well as understand trivial irritations, restores normal perspective and aids himself in emotional adjustments by not being too demanding nor too coddling of himself." (Foundation Guidance Program, p. 4).

Social Development

"Feelings of being accepted socially, of being liked for being oneself, for one's own actions and behaviors are extremely important to the development of emotional security. These feelings are the backbone of a positive, accepting, confident self-image. Each student needs to feel acceptable to and accepted by his peers and teachers as well as by the other significant figures in his family and community. He needs to establish satisfying relationships with

members of his own sex group as well as with those of the opposite sex. Students need help and gentle encouragement in achieving responsible independence from their parents and other authority groups such as teachers, and to an extent, from their peer group. An everchanging but satisfying balance of dependence-independence in social-emotional relationships is a normal human goal." (Foundation Guidance Program, p. 7).

Students need help in understanding people of various social, cultural, ethnic, and racial backgrounds, and themselves in relation to them. They "need help in interpreting the social demands and behaviors of the adults with whom they work. Understanding the key people in their lives is a prime force - giving purpose, meaning, and direction to their lives." This helps them to understand human behavior.

Educational Development

This area deals with the development of skills in exploring, making decisions, and pursuing needed and desired learning and training while in school and later. Students are helped (1) to understand their mental and academic abilities and other talents, and (2) to pursue their potentials through appropriate selection of courses and training in the secondary and post-secondary years. They recognize their present and future educational needs and opportunities. They learn to make the transition from home to school and from one educational level to the next; to select curricular and extra-curricular offerings, and to formulate, prepare and carry through an appropriate educational plan.

Students come to understand the relationship between potentials and achievement and between course selection and preparation for high academic education, vocational training and employment.

Career Development

Skills must be sharpened in exploring and making vocational decisions and in pursuing the education and training needed in realizing career goals. Information, activities and services provided help students (1) to understand their vocational interests, potentials and personal characteristics in relation to the opportunities in the world of work and the life styles they choose and to (2) formulate realistic educational career plans.

> "All students need to develop a realistic picture of the world of work, one that provides a view of the opportunities for gainful living that are productive, useful, and satisfying. This means acquiring information about the social and economic conditions of society, (and) the changing nature of the world of work. This also includes experiencing and exploring different consumer, producer and service opportunities in the home, in the private and public sectors of the community and in leisure activities." (Foundation Guidance Program, p. 15.).

Career development is a life-long educational process beginning in the elementary years. At the high school level, students need opportunities to work out alternative occupational selections and career plans based on knowledge of self, interests and abilities and future opportunities. These plans encompass post-high school programs of study including vocational training.

PROGRAM ACTIVITIES

The four major types of program activities - (1) classroom guidance, (2) guidance instruction, (3) guidance services, and (4) supplementary services - are interrelated and interdependent.

1. Classroom Guidance

The classroom provides the situation in which each student copes with two primary life tasks: Adapting to others and to work.

There are at least four dimensions to classroom guidance. First, it provides an environment which promotes feelings of acceptance, belonging, security, mutual trust, and freedom to look at inner needs - to learn, to make mistakes, and to try out new behaviors in the process of becoming a new and maturing "me".

Group dynamics and group process are effectively and maximally utilized (a) to increase the feelings in students of belonging to the group, and (b) to provide them a variety of opportunities for practice in interpersonal relations and emotional and behavioral management.

Second, classroom guidance helps students to learn about themselves and to use this information in clarifying and setting their personal goals to see how the instructional program can meet their needs. From the instructional program, the student chooses purposefully or irrationally what and how he will learn. His choice frequently is dependent on the extent and quality of the guidance he receives from his teacher regarding what he considers to be of value and what will help him to achieve his goals.

Third, guidance in the classroom facilitates individualization of the teaching/learning process. Guidance techniques and processes assist the teacher in:

a. Knowing, understanding and valuing each student's unique differences in family influences, and in his learning and developmental patterns, achievements, problems, styles, motivations, and psychological and social needs

b. Tailoring the subject matter and instructional strategies to the individual

c. Identifying as early as possible his emotional, social and learning problems which could interfere with his successful adjustment and seeking corrective action promptly

d. Involving parents and other professionals in his appraisal, and in planning and carrying out an appropriate educational program for him.

Fourth, such guidance provides selected activities and experiences in self-exploration, values clarification, problem solving, decision-making, human relationship and emotional management.

By including classroom guidance as a major program activity, the Program formalizes and systematizes those guidance processes and practices which are informally and even unconsciously in operation in the day to day teaching tasks.

2. Guidance Instruction

This refers to the formalized ways of teaching systematically an organized body of knowledge and skills for personal-social and educational-career development and planning.

Such instruction is provided through (1) integration of guidance with subject area learnings, (2) formally structured courses for psycho-social and career development, and (3) specially organized activities.

a. Integration with Subject Areas. This is a way for the teaching-learning process to address the total range of human development - psychological, social, moral, vocational, and intellectual. Various subject areas in the Department's Foundation Program of Studies have content that is guidance oriented and lends itself to integration with guidance learnings. For example, social studies deals with man and his relationships to his various environments; language arts with the development of communication skills which affect the quality of human relationship and problem-solving; and health with the means and attitudes for physical, emotional, and sexual well-being.

The Hawaii Career Development Continuum implementing guides, the College Entrance Examination Board's decision-making curriculum and numerous development programs should be maximally utilized. The ETV programs on health, personal, social, educational and career guidance beamed to our classrooms also are excellent and should be used.

To further insure that all students are provided with planned basic guidance, the Comprehensive Guidance Program encompasses a framework of required minimum guidance learning activities based on sequentially ordered objectives in the four areas of personal, social, educational and career development throughout the K-12 continuum as an integral part of regular classroom activities.

This Foundation Guidance Program, developed by the Title III Guidance Project, specifies by educational levels (1) guidance learning objectives, (2) desired student behavioral outcomes, and (3) learner activities. Such a framework provides a major integrative function:

1. It can serve as the reference point for relating and coordinating the numerous separately planned and fragmentally provided guidance teachings available in Hawaii's schools. It provides a sense of wholeness, order and meaning to the well intentioned but fractionalized efforts.
2. The learner activities in turn can serve as supplementary and/or complementary activities for the subject area guidance instruction.
3. The currently available Educational Television programs and curriculum guides can be better utilized to attain the guidance related objectives.
4. To assist the student in the process of self-discovery and integration of his self-knowledge is the initiation of a self-appraisal folder designed for the collection of pertinent "me" information starting in the third grade. The folder is the child's personal tool and he is responsible for maintaining it for his own information and use. At the secondary level, the currently used Self-Appraisal Folder, Form VE-82, is used by the student to incorporate into it whatever information he needs or wants to keep from his elementary folder.

b. Formal Courses. Such instruction provides for intensive, systematic development of knowledge, skills and attitudes in career and personal-social development at the secondary level and at critical points in the developmental process. The guidance curriculum is integrated with activity affording active interaction with multi-media resources

and "field" experience in the school and greater community. The specific skills to be developed relate to increased understanding of oneself and the ability to cope with one's environment and the exigencies of living.

Courses on career development. Because of the imminent need to plan for the future, two courses in career development should be available to all students at two critical decision points:

In the ninth grade the focus is on education and career exploration resulting in tentative short range high school plans and long range post-secondary plans. The Intermediate Guidance semester course on career development should be made available to all ninth grade students immediately.

In the eleventh grade, the focus is on planning and preparing for the transition from high school to the next educational level or work whether it be firm or tentative. A semester advance guidance course covering the following areas should be made available to all eleventh or early twelfth grade students: (1) occupational exploration and exploratory job placement, (2) preparation for employability - knowing where and how to seek employment including filling out job application and writing job resume - and interview behavior, and (3) post-high school educational and training plans and preparation.

Courses on personal-social development. These courses should combine work in the classroom with experience in the school or greater community through such voluntary or paid human services as peer and cross-age tutoring, assisting the aged and the ill and participation in community sponsored activities.

A course curriculum for the early adolescent (ages 12-13) should be developed to assist them in understanding and coping with emotional and interpersonal problems and tasks characteristic of this growth stage. It may be transmitted to them during regularly scheduled blocks of time designated for guidance instruction.

High school instruction should be offered as mini-courses, semester courses or integrated in existing courses such as psychology, sociology, family living and ethnic studies. The objective is to provide students with increased life-coping skills including preparation for marriage and parenthood.

c. Specially Organized Activities. Scheduled homeroom and activity periods should be carefully planned and structured career conferences, interim sessions and other special activities are conducted to provide students a range of guidance experiences.

3. Guidance Services.

Essential support is provided for classroom guidance and guidance instruction activities which are planned to meet the common needs of all students. These services also provide individualized assistance to students with special needs, directly and indirectly. They are direct when they are aimed at effecting changes in them and indirect when changes desired are in the adults or the program to improve their impact on students.

Some services are assigned to non-counselors by virtue of their roles and responsibilities. These services will be described in this section but the assignment of these or portions of these responsibilities will be discussed in the section on roles and responsibilities.

a. Counseling Service includes individual and group counseling procedures to help students to:

(1) understand themselves, learn to cope with and solve personal and interpersonal problems

(2) establish or clarify personal values and standards

(3) increase the ability and motivation to make decisions concerning educational and career plans

(4) develop goals and objectives consonant with interests, abilities and opportunities.

b. Group Guidance Service aids students to:

(1) become oriented to changes such as making transition from home to school or elementary to intermediate

(2) achieve effective study skills

(3) understand and appreciate the world of work

(4) recognize the significance and meaning of standardized tests and their results

(5) learn to make appropriate use of information in personal, educational and career planning.

c. Information Service for the collection, maintenance and dissemination of data on:

(1) the school, its curriculum, facilities, personnel, procedures and policies

(2) the world of work and career opportunities

(3) secondary and post-secondary educational opportunities and requirements including financial aid

(4) personal-social development, including the broad field of human relations.

d. Student Appraisal and Record Service for the collection, maintenance and sharing of student information with due

regard for his right to privacy and the school's responsibility to manage such data to provide assistance to:

(1) help him to know and understand himself

(2) identify as early as possible those with special needs: Academic and special talents; learning, emotional and behavioral difficulties; socio-economic handicaps; ethnic-cultural adjustment impediments; and sexual identity/bias problems

(3) develop appropriate preventive or remedial plan

(4) provide efficient continuity in professional services

e. Placement Service to aid students in:

(1) appropriate educational placement in the instructional program

(2) effective transition from one educational level to another as well as from high school to post-secondary education, training and employment

f. Consultation and Training Service to assist school personnel to:

(1) better understand students - their common needs in relation to their developmental stages and to contemporary social scene

(2) identify those with special needs, manage available self and classroom resources in meeting those needs, and secure additional assistance from other professionals as required

(3) improve knowledge in pupil appraisal, selection and utilization of criterion and norm tests, mental health approaches, and community resources

(4) integrate guidance and subject area objectives and activities

(5) know each student and help him in setting his learning goals in relation to the course content on hand

(6) work as a team with colleagues and collaborate on bringing the expertise and strength of each to help students.

g. Parent Conference Service to assist parents and school personnel to:

(1) understand and appreciate each other's concerns for and responsibilities to the student

(2) know the importance of the home and the school in support of each other's efforts

(3) gain an increased understanding of the student's development

(4) learn about educational and career opportunities and resources available to the student before, during and after high school

(5) develop a greater understanding of the school's guidance services.

h. Resource Coordination and Referral Service to identify and coordinate school and community resources to meet the needs of students and staff by:

(1) Providing screening procedures to identify students with learning, emotional and behavioral problems

(2) referring those who need additional diagnosis and follow-up provided by the Department of Education and other public and private resources

(3) referring students to supplementary and alternative

educational programs in the Department and in the community

(4) making available educational, occupational, recreational, social and cultural opportunities

(5) providing staff consultation and training services by other governmental and private health and social agencies

(6) assisting individuals and agencies in the community to understand and utilize school resources effectively

i. Evaluation and Planning Service to assess student needs and effectiveness of the guidance program:

(1) data collection of (a) students' needs and (b) current and follow-up information on their progress

(2) utilization of information to modify guidance services and curriculum.

4. Supplementary Services

A variety of DOE and community-based services supplement and complement basic guidance to meet the range of special needs of students. They include student assessment services; alternative learning experiences; specialized counseling - outreach, personal and family problems; college, vocational planning and vocational rehabilitation; social work, health, employment and judicial services; career and college information, and recreation.

Some are DOE programs; others are provided by the government or community. Some focus mostly on the schools while others on the larger community. Those more representative and widely used are listed below:

a. Department of Education programs

(1) Comprehensive School Alienation Program

(a) Special Motivation Classes

(b) Outreach counseling

(c) Campus counseling

(2) Compensatory Education Program

(a) Title I reading and counseling projects

(b) Act IV projects (Act IV, SLH 1965 - amendment to Hawaiian Homes Commission Act of 1920)

(c) Follow-through counseling

(3) DOE-Family Court Liaison Program

(4) Vocational-technical counseling (three schools)

(5) District Special Services Teams

(6) Special Education programs

(7) Statewide Testing Program

b. Governmental and community programs

(1) School focused programs

(a) Quick Kokua

(b) Career Information Center

(c) Kamehameha Schools Extension Aid to Higher Education Planning

(d) Comprehensive Employment Training Act

(2) Community focused programs

(a) Job Corps

(b) Child and Family Service

(c) Catholic Social Service

(d) Liliuokalani Trust

(e) Habilitat

(f) YMCA and YWCA

(g) Department of Health

Mental Health Division

Child and Maternal Health Division

Crippled Children's Division

(h) Department of Social Services and Housing

Income Maintenance Unit

Social Services Unit

Division of Vocational Rehabilitation

Work Incentive Program

Child Protective Service

The special needs of students shall be appropriately and effectively met through maximal and efficient utilization of the supplementary services available. Those responsible for the guidance program should strive to:

a. Effect maximum coordination between the guidance program and these related services. Coordination includes not only seeking and making referrals but also organizing school resources and planning for the return of students to school to insure continuity in their learning and adjustment experiences

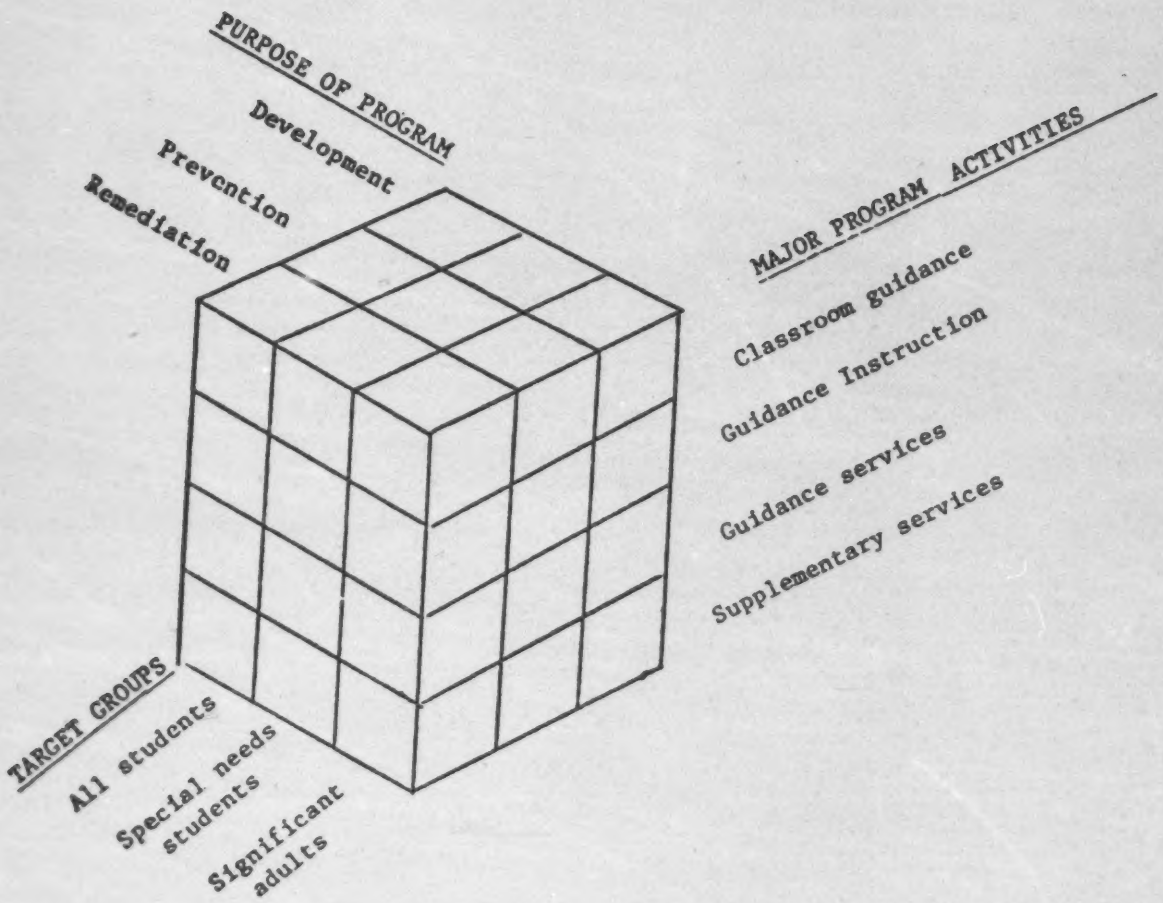
b. Make available to schools statewide and districtwide directories of all DOE, other governmental and community-based supplementary guidance services. These should be updated annually

c. Identify gaps in related services, call attention of appropriate authorities or groups to the gaps, and participate in the development of the needed services.

Graphic Model of Program Delivery Thrust

The cube model, Fig. 1, p. 45 shows at a glance the delivery thrust of the Comprehensive Guidance Program. The model graphically

FIGURE 1
GRAPHIC MODEL OF PROGRAM DELIVERY THRUST*



*This graphic model was adapted from a comprehensive model of guidance interventions presented by Weston H. Morrill, Eugene R. Oetting and James C. Hurst in the article, "Dimensions of Counselor Functioning," in The Personnel and Guidance Journal, February 1974, Vol. 52, No. 6, pp. 354-359.

connects the purpose and target groups to the activities provided in the program.

ADMINISTRATIVE STRUCTURE

The Comprehensive Guidance Program is designed for statewide use. Its total and successful implementation is predicated on how well efforts of the entire DOE hierarchy - state, districts and schools - are articulated and coordinated and meshed with those of its significant publics - students, teachers and community groups.

1. Organizational Roles and Responsibilities

Effective administration of the Comprehensive Guidance Program involves appropriate linkage of roles and responsibilities of the three organizational levels to program management processes and requirements set forth in the Hawaii Program Planning Budgeting System (PPBS), DOE Plan of Organization (1971), DOE Program Management System Manual (1973) and recommendations in the Management Audit of the Department of Education (1973).

A synopsis of the organizational roles and responsibilities of the state office, the district office and the school in program management is displayed in Table 2, p. 47. A detailed discussion of the roles and functions of the school level personnel is presented in the next section.

2. Program Budgeting

Budget is the lifeblood for efficient functioning of any program. Effective budgeting procedures insure coordinated and continuous progress in the implementation of the statewide guidance program. It would provide the means for (a) monitoring the progress of the schools in accordance with the state program plan,

TABLE 2

Organizational Roles and Responsibilities in Program Management

	STATE	DISTRICT	SCHOOL
ROLES	Develop, coordinate, and evaluate statewide program	Expedite and coordinate program implementation activities	Utilize and evaluate program
RESPONSIBILITIES in relation to: 1. Planning and Development	Organize State Guidance Committee Identify problem Decide on objectives, target groups, outcomes Conduct program analysis Design model Submit program design for review by all levels in the Department and other relevant groups Conduct pilot testing Develop statewide program implementation schedule Initiate, support, monitor, evaluate innovative and experimental programs Evolve interdisciplinary coordination	Organize District Guidance Committee Participate in program planning and development Assess and communicate needs to State Determine program implementation schedule Establish effectiveness levels Trade-off between and among resources available Develop district program implementation schedule Develop in-service strategy Evolve interdisciplinary coordination	Organize School Guidance Committee Participate in program planning and development Assess and communicate needs to district Determine program size for school Establish effectiveness levels Trade-off between and among resources available Develop school program implementation schedule Evolve interdisciplinary coordination
2. Budgeting	Prepare biennial program expansion request and justification for program installation Prepare annual operational and expenditure plans for statewide activities in in-service, program monitoring and evaluation Revise operational and expenditure plans if program adjustment needed	Prepare biennial district program expansion request and justification for program implementation Prepare annual operational and expenditure plans for district-wide activities in in-service, program monitoring, supervision and evaluation Revise operational and expenditure plans if program adjustment needed	Prepare expansion budget request Prepare operational and expenditure plans for program installation and maintenance

	STATE	DISTRICT	SCHOOL
3. Implementation	Develop educational policies and regulations Develop program standards for personnel, facilities, equipment Develop program guides and resource list Develop and coordinate installation plan including in-service Provide consultation services Make adequate provision for resources needed for implementation.	Interpret and articulate program to schools and community Modify policies and programs to fit local needs and constraints Acquire and use resources needed for accomplishing program objectives Identify personnel needs and submit personnel request to the Planning Office Develop handbook of district resources Direct or coordinate district-wide in-service activities	Modify or adapt strategies and activities to fit local needs and constraints Interpret and articulate program Organize the school for implementation - scheduling, staffing, programming Identify personnel needs and submit personnel request to District Office Assess in-service need and articulate the District Office Acquire and use resources needed for accomplishing program objectives
4. Monitoring and Supervision	Ensure that program being implemented according to objectives, policies and program framework Review budgets submitted by districts for consistency with implementation plan Coordinate State's and districts' implementation activities	Supervise and monitor program content, strategies and materials for consistency with program framework Provide technical consultation and advice to school personnel and community groups Coordinate implementation activities between state and school, Department and community	Monitor for suitability of learning activities and utilization of resources to meet student needs
5. Evaluation	Evaluate total program effectivenss annually Evaluate program component periodically Evaluate statewide in-service and pilot activities Develop guidance program evaluation instrument in cooperation with statewide assessment instrument development for the Foundation Program objectives	Evaluate how schools are implementing the state plan and design Evaluate effectiveness of districe-wide in-service activities	Evaluate on pre-post basis Conduct follow-up studies of students to assess program effectiveness

(b) assessing additional needs, and (c) translating and integrating these needs into the budget. The budgetary items encompass personnel expansion and training: physical facilities needs including furniture and equipment for counseling offices, guidance classrooms, and career information resource rooms; supplies, hardware/software for program activities, and other essential operating costs such as mileage for counselors and compensation for a cadre of trainers.

Program budgeting involves two phases: (a) budget preparation and (b) execution. An annual review of the program and decision-making process is critical for effective management.

a. Budget preparation procedures originate in the school.

School

Review needs based on school level program objectives, evaluation studies and implementation schedule

Translate needs into budget request

Submit program plan and request to district office.

District Office

Review schools' program plans and budget requests

Perform study or survey as needed to assess district progress, needs and constraints

Translate additional needs into district budget request

Recommend budget priorities

Summarize budget request into a districtwide total.

State Office

Review budgets submitted to DOE budget office by districts

Survey program needs among seven districts

Develop workload or expansion budget to resolve critical program problems

Develop budget priorities

Summarize the budget requests into a program total

Prepare narrative justification for the budget requested

Prepare testimony for Executive or Legislative reporting

Develop resource standards if none available.

b. Budget execution procedures

State Office

Prepare rationale for distribution of budget allocation and expenditure guidelines and make allocations

Review expenditure plans submitted by districts

Summarize expenditure plans into a program total

Assist districts in amending expenditure plans and allotments as problems arise during course of year in implementing program.

District Office

Upon receipt of allocation, prepare and disseminate expenditure guidelines according to District plans and make allocations

Review expenditure plans from schools and forward allocations

Summarize expenditure plans into program total for the district

Assist schools in amending expenditure plans and allotments as needed to meet problems arising during year in implementing program.

School

Upon receipt of allocation, prepare operational and expenditure plans according to State program guidelines and school's implementation plans.

3. Communication Flow

Successful and efficient program management requires open and continuous communication horizontally to all affected parties - students, parents, community, schools, districts and state office - and vertically to the three DOE organizational levels. A communication network linking all groups must provide a flow of information on expectations, objectives, needs, problems, plans and actions to be taken, on progress, and on results.

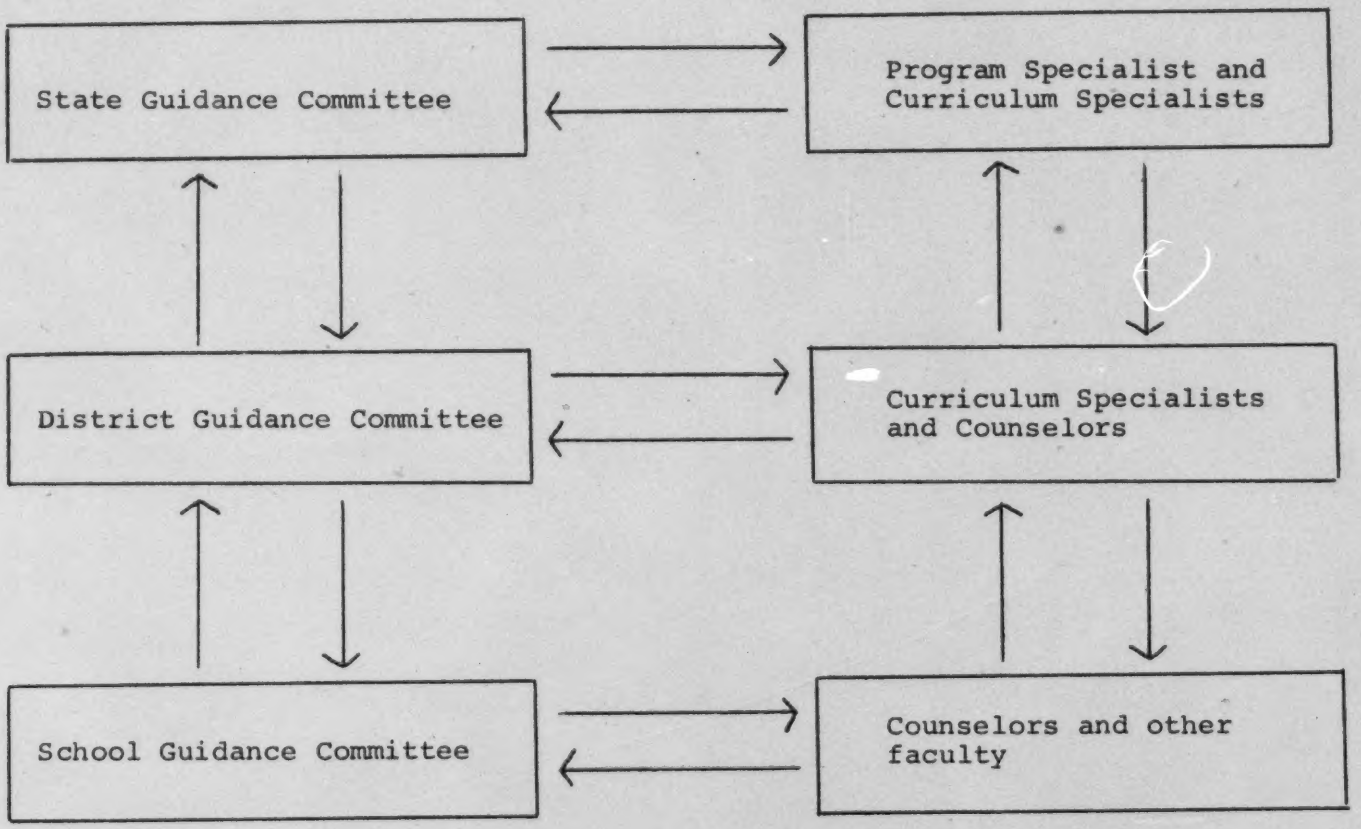
There are two types of responsibilities relative to the communication input: (1) advisory and (2) technical.

The advisory responsibility should be lodged in the guidance advisory committees and should be appropriately funded.

a. The school guidance advisory committee obtains input from all relevant sources such as representatives from the school staff, student body, PTA and significant community and vested interest groups including labor, business and industry.

b. The district guidance advisory committee should include representatives from the principal, teacher and counselor groups, district office curriculum specialists for guidance related and academic programs, District

FIGURE 2
COMMUNICATION FLOW CHART



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Student Council, and others on the school level.

c. The state guidance advisory committee should include representatives from Special Programs, General Education and Special Education Branches, district office, school, Hawaii State Student Council, Hawaii School Counselor Association, Hawaii State Teachers' Association, Hawaii Government Employees' Association, State Children and Youth Commission, University of Hawaii, and other public and private sectors.

The technical responsibility for professional leadership and competent follow-up should rest with sub-committees of the advisory bodies:

a. School level: A faculty committee chaired by a counselor

b. District level: A committee composed of counselors headed by the district curriculum specialist for guidance

c. State level: A committee composed of curriculum specialists for guidance from the seven districts under the program specialist for guidance.

On p. 52 is a diagram of horizontal and vertical communication to insure coordination of widely based inputs.

ROLES AND FUNCTIONS OF SCHOOL LEVEL PERSONNEL

School guidance is a multi-disciplinary venture requiring the collaboration and teamwork of different kinds of expertise.

The Principal is the pivotal person upon whom hinges program success or failure. It is to him his associates look for leadership

in planning, organizing and rallying community support. Specifically his functions are:

1. Assisting staff in developing a program based on identified needs
2. Creating an atmosphere of mutual trust among students, teachers and parents
3. Aiding staff in better understanding, accepting and implementing their guidance roles and responsibilities
4. Providing adequate budget and facilities required by the program
5. Identifying and initiating opportunities for in-service training
6. Serving as liaison between school, district and state office
7. Effecting involvement and support of students, parents and community for input and feedback
8. Interpreting the program to parents and community.

The Teacher is critical in the development of positive attitudes in the student toward himself and others, and to learning and life in general. His close, constant and prolonged relationships with the child affords him the opportunity to know him well. He serves as the first line guidance person to the student.

His central role is to personalize learning - to help the child to build self-confidence. "This confidence is developed, not by repeated failures and reminders of shortcomings, but rather by meeting honest success most of the time."[6]

The teacher's guidance functions, then, are:

1. To create a positive mental health climate in the classroom, utilizing this situation as a social experience for fostering proper attitudes and traits

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[6]"My Philosophy of Teaching", Mrs. Yasuko A. Matsunaga, Hawaii's 1974 Teacher of the Year.

2. To provide group and individual guidance activities as an integral part of the curriculum wherever appropriate

3. To assess each student's needs, problems, interests and talents, providing the necessary help or opportunities for improvement

4. To contribute anecdotal information on individual students to the cumulative folder when appropriate

5. To confer with other staff members and community agency personnel to insure proper assistance to the needy students

6. To participate on the school guidance committee toward a viable guidance program.

The Counselor provides the technical know-how in the following areas:

Counseling
Guidance process and techniques
Student appraisal
Tests and measurement
Personal-social-behavioral guidance
Educational and career guidance
Referral procedures
Resource coordination

The counselor serves as a student advocate, and this role calls for a proactive stance, not a reactive one. It calls for his breaking out of the psychological and physical encapsulation of the counseling office and reaching out to help students. It means getting out into their real world to know their concerns, hopes, problems and needs. It means assisting them to maximize their right to education and self-realization.

The counselor is a change agent who participates aggressively and actively in bringing about improvements and changes in the school program and environment and in the community. He provides data to show where and when student needs are not being met effectively. He collaborates with others in bringing about the needed changes.

When guidance oriented programs or activities, such as the Career Development Continuum K-12, are introduced in the school, the counselor takes the initiative in providing leadership and consultation for technical assistance.

The counselor teaches (a) human relations and counseling skills to adults and students and (b) problem-solving and decision-making skills in relation to guidance content. His functions affect these publics:

In Relation to Students:

1. Provide individual and group counseling for the resolution of developmental and crisis problems
2. Teach students the skills of problem solving, decision-making, goal setting, planning and taking of risks
3. Assist them in knowing and accepting themselves by providing them with knowledge about their physical, social and psychological characteristics
4. Help them to plan and prepare for their educational and career goals by taking full advantage of resources offered.

In Relation to Colleagues:

1. Share pertinent student and family information
2. Help identify and work with students with special abilities or needs and refer as needed
3. Assist/initiate/participate in orientation, conferences, in-service training programs
4. Select/obtain/develop guidance related materials.

In Relation to Parents:

1. Assist in developing realistic perceptions of their children's development, abilities, interests, aptitudes and attitudes
2. Inform/confer/advise them on student problems; school programs, policies and procedures; educational and career opportunities, and other resources available within the community

3. Assist in referrals to other DOE, community or educational agencies.

In Relation to Community:

1. Identify and work with appropriate community agencies
2. Provide liaison between school and agencies
3. Refer students to appropriate service and follow up on such referrals
4. Help promote and create needed services.

In Relation to Guidance Program:

1. Identify guidance needs through student appraisal, test data, surveys and accreditation process
2. Assist in defining school level program objectives and realistic outcomes
3. Help plan and implement program activities
4. Provide necessary data to facilitate change or improvement in school curriculum.

In Relation to Resource Coordination:

Extensive public and private resources are available. The Department of Education provides a wide range of educational program and special services options. The counselor's role is in identifying and coordinating the needed services for the students. In a sense he serves as the "single door" servicing agent to prevent duplication and gaps in services. His responsibilities include:

1. In consultation with teachers arranges for more specialized assessment and evaluation of a student's needs
2. Makes appropriate referrals to provide alternative learning opportunities within or outside the school
3. Assists in implementing follow-up services for students who have been referred to specialists or to other agencies

4. Assists in the development of new programs and services needed in the schools to provide additional learning opportunities and to fill gaps.

The above applies to all counselors K-12. However, there are differences in service emphases by levels according to needs in the developmental stages:

The elementary counselor as a human development and learning consultant focuses on assisting the significant adults in the student's life by:

1. Identifying as early as possible individual differences in abilities, potentials and interests
2. Assessing the individual student's learning modality and special needs and planning appropriate educational intervention program
3. Conducting a systematic child study for accurate evaluation of his development
4. Understanding adult influence on student development and modifying their own behavior and attitudes accordingly
5. Adjusting the classroom experiences for individual and group growth
6. Assessing the socio-psychological environment of the classroom and improving it.

The secondary counselor concentrates on assisting students and teachers in preparing the youngsters for the immediate future. He focuses on:

1. Helping students make appropriate course selection
2. Providing them individual and group counseling to develop sound attitudes toward self, education, employment and society
3. Keeping abreast with teachers and coordinating community resource career development data
4. Assisting students with educational and career planning and helping them to move into the next step following high school.

STAFFING

The key to a meaningful and viable guidance program is participation by the entire school staff, supported by personnel especially designated and trained in guidance and counseling.

1. Staffing Standards.

For the state, district and school levels, the guidance personnel should consist of program specialists, curriculum specialists and regular school counselors respectively. Additionally, in the secondary schools guidance teachers and counselor aides should be a part of the staff.

State. The DOE's Plan of Organization, September, 1974, calls for a program specialist in guidance and another for counseling. The guidance specialist would be responsible for development and improvement of guidance services and activities that are curriculum oriented. Those functions that are service oriented would be the kuleana of the counseling specialist.

This division, as revised, by no means implies a conceptual separation of guidance and counseling; rather, it is to insure full development and implementation of the Comprehensive Guidance Program.

District. At the district level, there is need for a full time curriculum specialist who is responsible solely for guidance and counseling services. He is in a strategic position to advise and assist the principal in implementing the guidance program.

School. The minimum guidance staff in the school should consist of (a) regular counselors, and at the secondary level: (b) guidance teachers and (c) counselor aides.

a. Regular Counselors. Counseling positions should be allocated to the schools on the basis of the proposed

standards set forth in the School Basic Staffing Study, 1974:

K-6		K-12 and 7-12	
Enrollment	No. of Counselors	Enrollment	No. of Counselors
1 - 249	½	1 - 499	1
250 - 999	1	500 - 999	2
1000 - 1999	2	1000 - 1499	3
2000 - 2999	3	1500 - 1999	4
		2000 - 2499	5
		2500 - 2999	6
		3000+	7

Full implementation based on the above would mean 155 additional positions:

Elementary	97.5
Secondary	57.5
	155.0

Bases for the Basic Staffing Standards:

(1) Guidance is a Foundation Program. Its objectives state that every student in the public schools shall be provided with planned guidance activities and professional counseling services.

(2) To be effective, the program requires personnel knowledgeable and skilled in counseling, human relations, mental health techniques and school guidance.

(3) Counselors are needed especially in the elementary level to carry out primary and secondary preventive activities during this formative period.

(4) Student enrollment should be the initial basis for position allocation in all levels. As the population grows, counseling services should be commensurate with this increase.

(5) At the elementary level, the counselor should work very closely with those adults responsible for the social, emotional and intellectual sustenance of the child. Here, the counselor-pupil ratio is not as critical as in the secondary level.

(6) The 1:500 ratio for the secondary level maintains status quo. Further study is needed to determine demands under full implementation of the Comprehensive Guidance Program.

Additional Bases for Counselor Staffing

Problems and needs vary from school to school, depending upon geographic, demographic, sociological and economic conditions. Hence, the extent and intensity of these conditions may be the determining factor on whether or not a school may require staffing over and beyond basic counselor staffing.

Additionally, the problem of assimilating immigrant children is becoming more acute in some schools. Also, the scheduled phasing out of Title I counseling in compliance with federal guidelines will necessitate securing help for the educationally handicapped from other sources.

Alternative or Variations in Staff Assignments

Where there are two or more counselors on a school staff, variations in assignments are possible. For example, their work hours may be staggered. Or, their assignments may be based on (1) the categories of services provided, such as personal-social-behavioral, crisis or developmental counseling; classroom and career guidance, and parent education. (2) The instructional organization of the school may afford another method of determining assignments: Grade level, cluster by grade or subject, open classroom or "3 on 2". (3) Interests and areas of strengths of the counselors.

b. Guidance Teachers. These positions, included in the total school teacher allocation, should be determined by enrollment. The existing and planned courses in intermediate and advance guidance for intermediate and high schools require instruction by teachers who are trained in guidance.

c. Counselor Aides. Under the supervision of the counselors, they provide (1) clerical and office assistance, (2) maintenance of the resource centers, and other services as necessary.

TRAINING AND CERTIFICATION

One of the guidelines contained in H.C.R. No. 16, Sixth Legislature, directs the Department to "develop an adequate university-DOE training program".

While teacher preparation and in-service training are functions of the University, the DOE's responsibility lies in keeping abreast of current conditions and trends, in assessing needs of its students and in communicating this to the University to insure an adequate supply of competent personnel.

A Joint Planning Committee for the Guidance Program has been established, composed of representatives of both institutions. It will serve as the official communication and planning body.

This Committee will concern itself with pre-service education - preparation of teachers, counselors and other personnel in the baccalaureate undergraduate and graduate degree programs - and in-service education.

A situation that needs to be addressed immediately by the Committee pertains to the recruitment and training of elementary counselors needed to implement proposed basic counselor staffing standards. The staffing standards call for an additional 97.5 elementary counselors. DOE personnel records show that in 1973-74 there were only 20 persons eligible by training to be deployed; that is, there were 20 classroom teachers at the elementary level with DOE counseling certificates.

This points to a severe shortage in trained personnel and requires an aggressive recruitment plan to identify those who are pursuing certification and to encourage others who display the desired personal, intellectual, and professional qualities to pursue training.

At the secondary level there are 60 people eligible for deployment to fill the additional 57.5 positions recommended, if they so wish.

Counselor Training

The selection of counselor candidates and their training to develop the competencies needed for the Department's Comprehensive Guidance Program are two major areas of concern. The Joint Committee should:

1. Develop realistic but stringent guidelines on the intellectual, personal and other qualities needed for school counseling

2. Explore and develop competency-based counselor education program

3. Determine the feasibility of incorporating as an integral part of training, practicum in the school setting under the tutelage of experienced counselors, and coordinated and supervised by the University. The cooperating counselors should be carefully selected and compensated in accordance with the University's procedures on its cooperative teacher training program with the Department.

Guidance Training for Teachers, Administrators and Others

The Joint Committee should:

1. Identify basic competencies and training needed for the guidance responsibilities shared by these people

2. Submit appropriate recommendations to the College of Education's teacher and administrator training programs for inclusion in their training.

In-Service Education

In-service education is essential for (a) continuing learning, (b) updating and upgrading of knowledge, skills and understanding and (c) preparing personnel for the implementation of new or modified programs. In-service activities may be a one shot type or a series of sessions. The University, by policy, makes available one third of its faculty resources to service the

Department's in-service needs and these resources should be fully utilized. Other in-service resources should also be sought and utilized, such as contracting private services.

The Community Mental Health Centers devote a percentage of their service time to the schools for consultation and staff development. The in-service workshops for Special Education personnel are relevant for guidance personnel. Professional organizations and federally funded vocational and career guidance projects such as the Career Information Center are but a few more in-service opportunities available in the state.

The procedures for assessing counselor in-service needs should include a statewide survey of counselors at least every other year to coincide with the preparation of the biennial budget as well as continuous feedback from the district specialists.

The planning of district-wide in-service activities should include the participation of counselors through the regularized district meetings of counselors.

Statewide DOE in-service activities should be coordinated through quarterly meetings of State and District guidance program managers.

Training of Cadres of Trainers

To expedite the implementation of the guidance program, the District Office should identify: (1) the personnel with leadership and trainer potentials, and (2) the areas and activities in which their potentials lie. Guidelines for the selection of "Teacher of Teachers" for the Career Development Continuum developed by the Personnel Office can serve as a model.

The DOE-U.H. Joint Committee should formulate a training program plan.

Training for Counselor Aides

Pre-service training for counselor aides may be provided by the community colleges and their in-service training both by the community colleges and the Department. As with counselors, the selection of candidates for training is important inasmuch as these aides are expected to extend the counselors' services and approaches. Guidelines for selection and training requirements should be established by the Joint Committee and the community college personnel.

Counselor Certification

The Department's Professional Counselor Specialist Certificate* requirements should be reviewed annually and revised as needed. The required course work should be reviewed and updated in the light of revisions. One year of successful on-the-job guidance experience under supervision should be included in the requirements for certification.

Specialization beyond generic or basic training should be encouraged and duly noted on the Professional Counselor Specialist Certificate. The acceptable areas of specialization should be established by the Joint Committee. Specialization may be considered for level of assignment - elementary, intermediate or high school; and/or for areas and activities such as career, college, personal and social guidance, curriculum and group guidance approaches, pupil personnel services, research and evaluation, tests and measurement, computer technology in guidance, and systems approach to accountability.

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*See Appendix 2 for the DOE Counselor Certification requirements.

FACILITIES, HARDWARE/SOFTWARE

Facilities

The Department of Education's Educational Specifications and Standards for Facilities spells out requirements for facilities for guidance and counseling activities. This publication is in the process of being revised to accommodate program changes.

Hardware/Software

Guidance Instruction. Multi-media hardware and software should complement printed material for optimum learning and individualization. Educational television programs, produced locally and those available from national consortia, should be used for instructional and informational purposes.

There is an abundance of well developed psychological and career development material for Grades K to 6 available to teachers. Such curriculum packages, however, are not so plentiful for Grades 7 to 12.

Classroom Guidance. Important are instruments for (1) assessing classroom climate and (2) screening and identifying early symptoms of problems, individual potentials and interests, and (3) an individual self-appraisal folder provided at designated points: Grades 3 and 7.

Counseling Supplies. Yarn, clay, paint and other objects that can be manipulated by the hands serve a useful purpose in the counseling process.

INFORMATION SUPPORT SERVICES

The guidance program should be supported by a comprehensive information system. The kinds of information considered essential are:

Student Information: (1) Individual identification, (2) family, (3) cumulative school performance records including test scores, (4) health and (5) educational and psychometric assessment data.

School and Community Information: (1) Achievement level and other characteristics of student population, (2) teacher data such as level of training, length of service and turnover rate, (3) socio-economic data of community and (4) education and aspirations of parents.

Educational and Vocational Information. (1) Educational, vocational opportunities and their requirements, (2) occupations, (3) employment trends and (4) financial aid and scholarships available.

The Foundation Guidance Program is supported by a data bank of guidance objectives and activities for use by teachers to provide experiences beyond the prescribed minimum.

EVALUATION

Evaluation, as a means of assessing program effectiveness, should provide data on (1) the extent objectives are being met, (2) the strengths and weaknesses in the program, and (3) changes needed to improve the program.

This evaluation should study both the long and the short range program effectiveness:

1. Long Range Effectiveness. Until there is a more valid measurement of long range development, these currently required PPB measures should be used:

    a. Decrease in the percent of students identified as presenting adjustment problems and/or are potential dropouts as measured by the Comprehensive School Alienation Program's annual needs assessment.

The rationale for this measure is that basic developmental guidance should be helping students to know and to cope successfully with themselves and to relate successfully to others and their environment.

b. Increase the percent of graduates with plan-action consistency as reported in the annual Secondary School Students Survey and Follow-up Survey.

Here the rationale is that when students are helped systematically and sequentially to know themselves, they are able to make future plans more appropriately and realistically and thus stand a better chance of carrying them out.

2. Short Range Effectiveness.

a. Foundation Guidance Program.

The developers of the Foundation Guidance Program are working toward better operational definitions of objectives and sub-objectives for more valid pre-post measurement of personal, social, educational and career growth.

b. Formal Guidance Courses.

Intermediate Guidance has a test designed specifically for the course. All other formal courses lack such tests, which should be designed. Another measure of effectiveness would be a follow-up survey to determine how students are applying their knowledge and skills.

c. Counseling Service.

For now, the PPB required effectiveness to determine the percent of students satisfied with the counseling services they are receiving shall be the measure. Teacher and parental judgment based on observation should be obtained to reflect and verify student opinion and growth.

RECOMMENDATIONS

There already are many good things going on in Hawaii's public schools in the name of guidance and counseling.

The problem, as pointed out previously, lies in the fact that the program as presently carried out is fragmented, fractionalized and sporadic.

The following recommendations call essentially for improving what we now have mainly because of the urgency among students, parents and the community for the Department to move as rapidly as possible in this direction:

A. PLANNED CLASSROOM GUIDANCE

1. That the Foundation Guidance Program, developed by the College of Education, University of Hawaii, with ESEA Title III funds, be adopted for implementation.

   This program includes student behavioral objectives and learning activities appropriate to grade levels and human developmental stages in personal, social, educational and career growth.

   It is supported by a data bank of objectives and activities for teachers beyond the minimum prescribed level.

2. That the Foundation Guidance Program be systematically installed in all public schools of the state on a realistic implementation schedule based on (1) availability of trained personnel and (2) budget for personnel and material resources.

B. COURSE INSTRUCTION IN CAREER DEVELOPMENT

1. Intermediate Guidance

   a. That the Intermediate Guidance Course be implemented in the 1975-77 biennium in every school that has ninth grade students with state funds allocated specifically for this purpose.

      This course, although designated as a basic course for graduation from high school, presently is offered in only 24 of the 50 intermediate level schools.

2. Advance Guidance

a. That a curriculum guide be designed for the advance elective guidance course in career development as listed in the DOE's Authorized Courses and Code Numbers, 1974-75.

b. That there be an official determination as to whether this course should be offered as an elective in every high school. (Currently, this is not offered as an elective in three-fourths of the high schools.)

C. INSTRUCTION FOR PERSONAL-SOCIAL DEVELOPMENT

1. That an instructional curriculum be developed for the early adolescent (ages 12-13) in understanding and coping with emotional and inter-personal problems and tasks characteristic of this growth state.

This curriculum may be transmitted to students during regularly scheduled blocks of time designated for guidance.

2. That courses for the psychological education of high school students be planned.

Existing courses on psychology, sociology, family living and ethnic studies can be the basis for expanded work, focusing on personal management and decision-making skills.

D. IMPROVING GUIDANCE SERVICES

1. Counseling Services

a. That counseling services be made available to all students through adequate staffing as proposed in the School Basic Staffing Study.

b. That the quality and scope of counseling services be improved through in-service and through provisions for experimentation at the school level on more effective and efficient means of service delivery.

c. That the Assistant Superintendent of the Office of Instructional Services develop a plan to coordinate the various types of counseling services now available under his jurisdiction.

d. That additional study be directed to examine the organizational relationship of all programs related to pupil personnel services. This is vital for a more organized and efficient delivery of needed assistance to students.

2. Student Appraisal and Record Service

a. That the DOE establish guidelines for the collection, recording, use and sharing of student information consistent with legal and federal requirements.

b. That massive and intensive in-service training be available to all DOE personnel on student and parental right to privacy, record-keeping and confidentiality.

The purpose is to develop competence in handling student records so that accurate, pertinent information can continue to be readily accessible for individualization of instruction and services.

3. Consultation and Training Service

That adequate effort, energy and time be directed to the development of the adult target group as a realistic way of extending help to students.

4. Evaluation and Planning Service

That training be provided for school personnel in the development of objective-based guidance programs.

E. INFORMATION SUPPORT SERVICES

1. Computer-Assisted Information System

That as the DOE develops its comprehensive student information system it explore the feasibility of integrating career with student information.

2. Career Information Resource Center

That a career information resource center be established in every high school in support of career guidance and counseling.

F. STAFFING

1. District Office

a. That a position of curriculum specialist for guidance be created for each of the seven district offices.

b. That stringent qualification criteria be used in the selection of such a guidance specialist.

2. Counselors

That the staffing standards proposed in the School Basic Staffing Study be accepted officially and that funds be allocated accordingly for the 1975-77 biennium.

3. Counselor Aides

That counselor aides be provided to man career information resource centers as they are established in the high schools and to provide assistance to counselors as needed.

G. TRAINING AND CERTIFICATION

1. That the University of Hawaii and the Department of Education cooperate in the development of a competency-based counselor education program and certification criteria commensurate with these standards.

2. That the University and the DOE mutually explore the feasibility of a practicum program similar to the cooperative teacher training arrangement.

3. That the University of Hawaii mount immediately an in-service course for counselors on the implementation of the Foundation Guidance Program.

APPENDIX

Recommended Priorities, Tentative Time Phasing for Cost and Non-Cost Tasks, and Dollar Requirements for Implementation of the Comprehensive Guidance Program Plan

Priority	Item	1974-75	Year 1	Year 2			Biennium 1	Year 3			Year 4			Biennium 2	Year 5
			Prog. Adj.	Maintain Curr. Svs.	Prog. Adj.	Total		Maintain Curr. Svs.	Prog. Adj.	Total	Maintain Curr. Svs.	Prog. Adj	Total		
1a	Inservice														
	Counselors (355)														
	Develop orientation plan for new counselors; implement in-service activities for all counselors	Dev. plan	10,000 Implement		10,000	10,000	20,000		10,000	10,000		10,000	10,000	20,000	
	Administrators (384)		7,700				7,700								
	Develop inservice plan; implement	Dev. plan	Implement												
	Cadre of Trainers (24)														
	Develop training model; develop recruitment/selection guidelines; select; implement	Dev. Select	2,500 Implement		2,500	2,500	5,000								
	Teachers (7292)														
	Pilot test training model; implement incrementally		35,000 Test		94,000 Implement	94,000	129,000		105,000	105,000		132,000	132,000	237,000	
	Guidance Teachers (150)		2,500		2,500	2,500	5,000		2,500	2,500		2,500	2,500	5,000	
1b	Inter. Guidance Career Development														
	Complete ongoing implementation of required course		48,000 Complete implementation		30,000	30,000	78,000								
1c	Counselor Staffing [1]		(18)	(18)	(53)	(71)	(71)	(71)	(42)	(113)	(113)	(42)	(155)	(155)	
	155 new positions; develop guidelines	Dev.	254,000 [2]	287,900	811,700	1,099,600	1,353,600	1,148,000 [3]	643,200	1,791,200	1,870,600	643,200	2,513,800	4,305,000	
	Materials and supplies for personnel		3,800	3,800	11,000	14,800	18,600	15,000	8,800	23,800	23,700	8,800	32,500	56,300	
1d	Foundation Guidance Program				(18) [4]				(40)			(65)			(85)
	Develop training model; test model; install program incrementally		15,000		42,500	42,500	57,500		70,000	70,000		108,000	108,000	178,000	140,500
1e	District Specialist Staffing														
	Seven (7) positions; develop training program; recruit and prepare, select and place		Develop, recruit, prepare		(7) 139,700	(7) 139,700	(7) 139,700	(7) 145,700 [3]		(7) 145,700	(7) 152,100		(7) 152,100	(7) 300,700	
	Materials and supplies				1,500	1,500	1,500	1,500		1,500	1,500		1,500	3,000	
	TOTAL FOR PRIORITIES 1		378,500			1,437,100	1,815,600			2,149,700			2,952,400	5,105,000	140,500

[1] Allocation sequence to schools is based on priority on elementary positions and secondary positions for schools with excessively high counselor student ratio.

[2] Cost based on most recently negotiated salary.

[3] 1977-79 salary estimate includes incremental increase only and does not reflect collective bargaining increase anticipated.

[4] Number of schools to implement the activity.

Recommended Priorities, Tentative Time Phasing for Cost and Non-Cost Tasks, and Dollar Requirements for Implementation of the Comprehensive Guidance Program Plan (continued)

Priority	Item	1974-75	Year 1	Year 2			Biennium 1	Year 3			Year 4			Biennium 2
			Prog. Adj.	Maintain Curr.Svs.	Prog. Adj.	Total		Maintain Curr.Svs.	Prog. Adj.	Total	Maintain Curr.Svs.	Prog.Adj.	Total	
2a	Adv. Guidance: Career Planning Develop curriculum guide; test; implement		Δ 5,000 Δ Dev.		Δ 16,000 Δ Test	16,000	21,000		Δ 60,000 Implement	60,000		60,000	60,000 Δ	120,000
2b	Career Information Resource Center		(6)[1] 30,000		(13) 65,000	(13) 65,000	95,000		(13) 65,000	65,000				65,000
2b	Counselor Aide Staffing 32 positions; develop guidelines for selection; train and place	Δ Δ Dev.	(6)[2] Δ 44,600	(6) 46,800	(13) 96,600	(19) 143,400	(19) 188,000	(19) 145,800	(13) 101,400	(32) 247,200	(32) 259,500		(32) 259,500 Δ	(32) 506,700
	Materials and supplies		1,300	1,300	2,700	4,000	5,300	4,000	2,700	6,700	6,700		6,700	13,400
	TOTAL FOR PRIORITIES 2		80,900			228,400	309,300			378,900			326,200	705,100
	**********													
3a	Advance Guidance: Psychological Education Research; develop guide; test		Δ 2,000 Research		5,000 Develop guide, test	5,000 Δ	7,000							
3b	Parent Education Seed money to each school		22,000				22,000							
3c	Mileage for Counselors		(218)[3] 13,000	13,000	(53) 3,200	16,200	(271) 29,200	16,200	(42) 2,500	18,700	18,700	(42) 2,500	21,200	39,900
	TOTAL FOR PRIORITIES 3		37,000			21,200	58,200			18,700			21,200	39,900

[1]Number of schools to implement the activity.

[2]Number of counselor aide positions.

[3]Number of counselors.

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SUMMARY OF DOLLAR REQUIREMENTS BY PRIORITY GROUPING

PRIORITY	YEAR 1	YEAR 2	BIENNIUM 1	YEAR 3	YEAR 4	BIENNIUM 2	YEAR 5
1	378,500	1,437,100	1,815,600	2,149,700	2,952,400	5,105,000	140,500
2	80,900	228,400	309,300	378,900	326,200	705,100	
3	37,000	21,200	58,200	18,700	21,200	39,900	
TOTAL	496,400	1,686,700	2,183,100	2,547,300	3,299,800	5,850,000	140,500

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SUMMARY OF DOLLAR REQUIREMENTS BY AREA

	Biennium 1	Biennium 2	Total
In-service			
Counselors	$ 20,000	$ 20,000	$ 40,000
Administrator	7,700		7,700
Cadre of Trainers	5,000		5,000
Teachers	129,000	237,000	366,000
Guidance Teachers	5,000	5,000	10,000
Total	$ 166,700	$ 262,000	$ 428,700
Staffing			
Counselor	$1,353,600	$4,305,000	$5,658,600
Counselor Aides	188,000	506,700	694,700
District Specialists	139,700	300,700	440,400
Total	$1,681,300	$5,112,400	$6,793,700
Program Activities			
Intermediate Guidance	$ 78,000		$ 78,000
Foundation Guidance Program	57,500	$ 178,000	235,500
Advance Guidance: Career Planning	21,000	120,000	141,000
Career Information Resource Center	95,000	65,000	160,000
Advance Guidance: Psychological Ed.	7,000		7,000
Parent Education	22,000		22,000
Total	$ 280,500	$ 363,000	$ 643,500
Others			
Mileage	$ 29,200	$ 39,900	$ 69,100
Materials and supplies for new personnel	25,400	72,700	98,100
Total	$ 54,600	$ 112,600	$ 167,200
Total for Bienniums 1 and 2	$2,183,100	$5,850,000	$8,033,100
Plus Year 5 cost of Foundation Guidance Program			140,500
GRAND TOTAL			$8,173,600

NON-BUDGETED TASKS BY PRIORITY

Priority	Item	1974-75	Year 1	Year 2	Year 3	Year 4
	Tasks which require either no additional monies or cost estimate not available at this time:					
1	Comprehensive Guidance Program Implementing Guides					
	Develop Elementary Guide	△——△	Printing cost to be considered			
	Intermediate Guide		△——△	Printing cost to be considered		
	High School Guide		△——△	Printing cost to be considered		
1	Training Program					
	To be developed with training institutions: Research/development, implement competency based training program		△——△ Develop		△——△ Implement	
	Formalize practicum program			△——△ Plan	△——△ Implement	
	Review and revise certification requirements		△——△ Review & revise		△——△ Implement	
2	Psychological Education:					
	Early adolescent curriculum guide to be researched and developed		△——△ Seek and develop with fed. funds			
3	Computer Assisted Information System					
	Research and development; pilot testing, limited installation		△——△ Research & develop Cost to be determined		△——△ Pilot test	△——△ Install on limited basis

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF PERSONNEL SERVICES
P. O. BOX 2360
HONOLULU, HAWAII 96804

January 25, 1971

PROFESSIONAL COUNSELOR'S SPECIALIST CERTIFICATE

The Professional Counselor's Specialist Certificate may be issued when the applicant meets one of the following requirements (A or B):

A. Approved Program

1. A master's degree from an accredited institution with a designated major in School Counseling and Guidance OR

2. A year's planned program of postgraduate studies approved by an accredited institution with a declared major or specialization in School Counseling and Guidance.

(Note: In either of the above, an internship or a practicum designed to provide adequate experience in school counseling and guidance and a good understanding of the classroom teaching situation must be a part of the program.)

B. Department of Education Approved Program

1. Bachelor's degree plus 30 semester hours of school counseling and guidance course work in a planned program approved by the Hawaii Department of Education.

HAWAII DEPARTMENT OF EDUCATION PROGRAM FOR PROFESSIONAL COUNSELOR'S SPECIALIST CERTIFICATE

Programs for the Professional Counselor's Specialist Certificate shall be approved in accordance with all of the following requirements (A, B, C, and D):

A. Bachelor's degree.

B. Principal or District Superintendent's recommendation to enter program.

C. A minimum of 30 semester hours of course work beyond the bachelor's degree directly related to school counseling and guidance (which includes a practicum) is required. One year of satisfactory supervised school counseling experience may be substituted for a practicum.

Counselor's Specialist Certificate

D. The applicant must have course work in all of the following broad areas:

1. Individual counseling theory and procedures
2. Group counseling theory and procedures
3. Pupil personnel services concepts and procedures
4. Measurement theory and procedures
5. Dynamics of individual behavior
6. Dynamics of group behavior
7. Educational and career planning.

HOUSE OF REPRESENTATIVES
SIXTH LEGISLATURE, 19 72
STATE OF HAWAII

H.C.R. NO. 16

HOUSE CONCURRENT RESOLUTION

REQUESTING THE DEPARTMENT OF EDUCATION TO DEVELOP A COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

WHEREAS, there seemingly pervades an aura of ambiguity as to the effectiveness of the counseling and guidance program in the public schools; and

WHEREAS, a cursory review of the guidance program reveals that the public schools are generally understaffed, that professionals are assigned a whole gamut of non-counseling duties, that staffing plans appear to be concerned with the numbers game rather than on pupil or program needs, and that there exists an obvious lack of an overall, unified plan which provides direction and focus for the counseling and guidance of our elementary and secondary school children; and

WHEREAS, concerns expressed by students, parents, community members, and counselors themselves relative to the inadequacy of program and delivery effectiveness have too long gone without rectification; and

WHEREAS, the request of H.R. No. 175 of the 1971 Session has reportedly failed to be effectuated to a satisfactory level, leaving in abeyance the critical role of an interdepartmental task force in the development of a viable program of the magnitude of a statewide comprehensive counseling and guidance program; now, therefore,

BE IT RESOLVED by the House of Representatives of the Sixth Legislature of the State of Hawaii, Regular Session of 1972, the Senate concurring, that the Department of Education be and is directed, as a recurrent, but final Legislative effort, to mobilize a task force to assist in formulating a State plan for a comprehensive counseling and guidance program, including, but not limited to the following guidelines:

H.C.R. NO. 16

1. Review the current literature in regard to trends and issues in counseling elementary and secondary children;

2. Develop a statewide model for developmental-educational counseling, vocational-technical counseling, and occupational-college guidance;

3. Establish clearly defined priorities in terms of levels and areas of emphasis for counseling services concomitant to effective cost-benefit analysis;

4. Clearly delineate the State's long range and short range program goals for counseling elementary and secondary children;

5. Recommend appropriate individual, group and innovative counseling techniques;

6. Develop an adequate university-DOE training program;

7. Develop a viable administrative structure;

8. Develop a rationale in deploying counselors on program needs basis; and

9. Establish a role and function description for all guidance personnel; and

BE IT FURTHER RESOLVED that the task force serve in an advisory capacity to the Assistant Superintendent of the Office of Instructional Services in reviewing and resolving counseling and guidance issues during the development of the comprehensive program; and

BE IT FURTHER RESOLVED that the task force include representatives from the Office of Instructional Services, Hawaii State Teachers Association, University of Hawaii, District and school levels, Hawaii School Counselor Association, Mental Health Association, beneficiaries and other concerned citizens; and

BE IT FURTHER RESOLVED that the Department of Education submit the comprehensive counseling and guidance program prior to the 1974 Legislative Session and a progress report prior to the 1973 Session; and

H.C.R. NO. 16

BE IT FURTHER RESOLVED that the duly certified copies of this Concurrent Resolution be forwarded to the Superintendent of Education, the Chairman of the Board of Education, the President of the University of Hawaii, Executive Secretary of HSTA, and Executive Secretary for the Mental Health Association, and President of the Hawaii School Counselor Association.

OFFERED BY:

FEB 14 1972